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The adult school counselor's function is to facilitate interaction between the educational needs of the counseled, his circumstances as he sees them, his goals, and the means to reach them. He must provide sufficient information to the counseled to facilitate his making realistic choices. The Handbook for Community Adult School Counselors, prepared by Los Angeles City Schools' Division of Adult Education offers guidelines for these counselors. It aims to make uniform the services offered in all adult schools. The Handbook focuses on the following topics and their relations to adult counseling: (1) administrative policies, (2) interviews and suggestions for their improvements, (3) testing (uses, types, and limitations), (4) credit evaluation, (5) records (purpose and types), (6) citizenship and visa students, (7) counseling veterans, (8) vocational counseling, (9) graduation requirements for four year adult schools, and (10) use of community agencies as resources. (LS)

ED029324

HANDBOOK FOR

COMMUNITY ADULT SCHOOL COUNSELORS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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LOS ANGELES CITY SCHOOLS
Prepared by Division of Adult Education
Published by Division of Instructional Planning and Services
1968 Revision

APPROVED:

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FOREWORD

Good counseling is the catalyst that makes the educational program relevant to the needs of each individual student. A school is many things to many people. For one student it is a place to learn a particular skill. For another student it is the place to train or retrain for a particular vocation. For yet another student it is a chance to broaden his intellectual horizons in a particular direction. Each student might be expecting too little or too much of himself and of the school.

The counselor can be the mirror that helps each student evaluate his goals in terms of his ability to meet them, in the framework of the educational opportunities available. Counseling begins with a student's initial questions to the desk clerk. It continues during the student's participation in the school through contacts with counselors, fellow students, teachers, and principal. It is part of school enrollment, testing, evaluation, record keeping, follow-up, referral, and community out-reach. Because counseling is the thread that runs through the entire fabric of the program, the counselor--whatever else his duty assignment may be--is a key person in the school.

This revised handbook describes the current practices and policies that affect counseling services in the community adult school. Its revision can never be completed. Our practices and policies in counseling will change, ther change again, as we continue to refine and improve our educational services to the adult community.

William J. Johnston
Assistant Superintendent
Division of Adult Education

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TO THE COUNSELOR

"'Who am I?' continues to be a hard question to answer. The easy answers of name, place and vocation no longer suffice; identity becomes numerical, mobility has minimized location, and vocational tasks become transitory or obsolete. With such insecure status and terrain, the search for self is more difficult, more important. The counseling function is strategic to the success of the educational enterprise. Whoever counsels touches the delicate web of individual decision-making, personal adjustment and self-image. Those who counsel may beckon, consult or direct."

Leslee J. Bishop, "Who is the Counselor?", Educational Leadership, January, 1967, p. 301

Most adults need and desire counseling. The age of the student does not free him from the need for new information to aid in making realistic choices. The adult school counselor's function is to facilitate interaction between the educational needs of the counselee, his circumstances as he sees them, his goals, and the means for achieving those goals.

Individual needs, desires, ambitions cannot be separated from marital, financial, or family problems. But the counselor must be cautious about exploring the counselee's personal problems only as they affect the counselee's educational or vocational plans and objectives. If the counseling sought is essentially in the area of personal problems, the counselor should refer the counselee to the proper agency.

The adult school counselor copes with present problems and long range goals. In evaluating these problems and goals, the counselor must use all possible sources of information. Although he does not "give advice" to the counselee, the counselor does provide sufficient information so that the counselee can make his own choices and decisions based upon the awareness of realistic alternatives.

The tools for adult testing and evaluation are increasing in quality and quantity. Adult educators must be alert to make judicious use of them as they become available. Standardized test scores can provide partial and helpful information for student guidance, as indicators of a student's strengths and weaknesses.

While standardized tests may be used to validate learning experiences outside of class, they never substitute for the educational value of a classroom course of instruction.

The Handbook for Community Adult School Counselors is concerned with the objectives, procedures, and limits of adult school counseling. This book provides guidelines for counselors in a large school system where some uniformity of purpose and objectives is needed. Both its use and its constant evaluation are invited. It aims to make reasonably uniform the services offered in all adult schools. It aims to extend, not to restrict these services. Though adult school counseling has been mandated for several decades, the development and organization of a complete, integrated counseling program has been delayed by lack of funds and personnel. Federal programs have done much to change this.

It is anticipated that counseling in Los Angeles community adult schools will continue to increase rapidly in importance. It is apparent that this function will not long be the major responsibility of vice-principals. Soon full time counselors will be in all schools.

The position of adult school counselor is frequently taken as an initial step in changing from a teaching role to administrative assignments. For those following this path, supervisory and administrative credentials will be essential. Other adult school counselors will elect counseling as a continuing career and will use the appropriate credentials in carrying on their work.

The Division of Adult Education can exercise leadership of national consequence in its continued development of the counseling program. It is the responsibility of every counselor both to use what has proved to be sound and to test what is new, in the process of providing the best possible counseling for adults in the adult school program.

PART I. ADMINISTRATIVE POLICIES

Policy, Counseling. Title 5, California Administrative Code recognizes educational counseling as a required function of every adult school. Sections 108 and 122.1 mandate an adequate counseling program of individual guidance, placement, and follow-up. Section 109 describes the maintenance of records and reports needed for the annual reports prescribed by the State Department of Education. Section 115.22 outlines the maximum amount of work experience credit that may be allowed.

Policy, Student Attendance. The Education Code, Section 5706, provides that adult education classes shall be open for the admission of adults and of such minors as in the judgement of the governing board may be qualified for admittance thereto. Students attend adult school classes under the following stipulations:

1. Permission to attend adult classes is not predicated on membership in any organization.

2. Student enrollment, attendance, and accounting procedures in classes for adults are established by the Superintendent in conformance with the regulations established by the local Board of Education.

3. Persons over 18 years of age, not attending full time in public day school, may enroll for instruction in classes for adults, provided they can profit by the instruction and can meet the prerequisite requirements for particular classes as set forth in catalog of courses for adults.

4. Students are not permitted to re-enroll for the same course except upon permission of the principal.

5. Students are not allowed credit for a course in which they have attended less than 80% of the class time.

Students under 18. Students under the age of 18 may be enrolled in adult school under the following circumstances:

1. If they have graduated from high school. Attendance may be counted for ADA purposes.

2. If they are day school or continuation students attending with the written

permission of the day school principal and the approval of the adult school principal. Attendance may be counted for ADA purposes, except that attendance of continuation students may not exceed a total of 15 hours in both schools.

3. If they are exempted from attendance at continuation school, as agreed to by both the day school principal and the Child Welfare and Attendance Supervisor, with the approval of the adult school principal. Attendance may be counted for ADA purposes.

4. If they are continuation students interested in enrolling in the Regional Occupation Centers they are referred to the Admissions Coordinator at the Center. Attendance may be counted for ADA purposes.

Allocation of Counseling Hours. The number of counseling hours per school month, as well as the vice principal position, is allocated to each adult school according to its earned units of ADA of the previous year.

ADA	Vice Principal	Central Location Counseling Hours
Less than 400	-	60
400-499	-	72
500-599	-	84
600-699	1	12
700-799	1	24
800-899	1	36
900-999	1	48
1000-1099	1	60
1100-1199	1	72
1200-1299	1	84
1300-1399	1	96
1400-1499	1	108

The above distribution is based on additional allocations of twelve counselors' hours per school month for each 100 units of ADA or fraction thereof for adult schools recording 400 to 599 ADA during the regular session of the previous school year.

Counseling hours are allocated to branch locations of schools not assigned a full-time vice principal. The allocation is three hours for each evening that the branch is open, provided at least eight teachers are assigned per evening.

Position Responsibilities and Requirements. The major responsibility of the counselor is to guide and plan with individual students. He helps the counselee to develop a long-range educational and/or vocational goal. He tests when appropriate to ascertain interest, aptitude and achievement levels. He establishes, maintains and evaluates educational information and records, paralleling the activities of the high school counselor in these areas. The counselor has the responsibility for placing students in classes corresponding to their level of competence.

The framework of the community adult school requires the counselor, under the direction of the principal, to work effectively in many areas of community development in order to articulate the educational efforts of the adult school with the needs felt by the community. To this end the counselor cultivates close working relationships with such local community groups as churches, service clubs, the chamber of commerce, the coordinating council, unions, and other community agencies. The referral channels the counselor establishes help him not only to refer clients in need of specific services, but also to advise with the principal on alternative directions the adult school's educational thrust may take.

The counselor is a key person in the adult school organization. The position is considered excellent training for the vice principalship. In fact, the counselor who is located at a branch school must assume many of the duties of a vice principal and must be a person of high competence, with qualities of leadership.

All adult school counselors must possess at least a valid California general secondary teaching credential, or a standard teaching credential (elementary, secondary, or junior college specialization) with major and minor subject matter areas normally taught in public schools. Full-time adult school counselors meet additional requirements. Desirable qualifications include formal preparation and experience in educational and vocational counseling and in the field of adult education.

Individuals not enrolled in an adult school frequently call upon the counselor for educational and vocational advisement on problems not connected with the adult school. The counselor must have a wide knowledge of educational opportunities at every level in his area, i. e. District, private, federal, and apprenticeship programs. The counselor takes the responsibility for making an appropriate referral where this seems desirable.

Counseling Ethics. The counselor must make it clear to the counselee through his actions and words that he will respect his right to privacy and treat professionally all confidential material developed in the interview.

The counselor deals with the counselee's personal problems only as they relate to his vocational and educational objectives.

PART II. THE INTERVIEW

Purpose. The primary emphasis of adult school counseling is meeting the educational and vocational needs of the counselee.

Counselor's Attitude. Each counseling interview represents a face-to-face contact, with the client and counselor working together for a purpose. Certain common factors affect the progress of these interviews. For example, the privacy of the conference room and the personal characteristics of the counselor affect what the client is willing to talk about; in turn the ease with which the client verbalizes his ideas affects the selection of counseling procedures.

In all successful counseling interviews the counselor takes initiative for the following:

1. Showing Acceptance of the Client. The counselor accepts and respects the client as a worthy individual whose problems merit attention. He shows this acceptance through a warm, friendly interest in the client, rather than through boredom, disinterest or an attitude of obligation. The counselor so frames his remarks that this acceptance of the client is evident.

2. Seeing the Client's Problem as He Perceives It. Once the counselor has determined the client's perception of the problem, he must evaluate the problem and its solution in terms of the client's feelings toward it and the school's capacity to help. For example if a client says he reads so slowly that he has difficulty getting his lessons done the client might be expressing unconscious dislike of the subject matter or of the teacher. Or he might be expressing real need for remedial reading assistance.

3. Fixing Responsibility for Decision. The counselor's remarks during the interview provide a framework for all phases of the interview. The counselor should not lead so strongly that the client does not take responsibility for making a decision. Neither should he lead so weakly that the client is not stimulated toward effective growth and adjustment.

4. Establishing Rapport. The counselor's empathy with the counselee and his problem will reflect his genuine interest in people and his desire to help them to develop to their highest potential.

Constructing the Problem. The counselee must state his educational or vo-

cational need. HE MUST TELL YOU WHAT HE WANTS. It may be a simple desire to take some courses to build a vocational interest, or it may be a highly specialized course of study leading to a particular educational goal. "May I help you?" is an excellent way to start the counselee talking. Let him state his problem with a minimum of interruptions.

Questioning. The counselor must be adept at the art of questioning. There are two prime purposes for questioning. The first is to direct the interview into gaining more information about the problem. This may require the counselee's repeating his ideas, or it may call for new directions in stating the ideas so that they are reflected against new thoughts. The counselor should phrase his questions so that they are consistently pointing toward the goal of the interview.

Observing. All persons react to stimuli in relation to the total environment. It is necessary to remember that facial expressions, gestures and tone of voice on the part of the counselor can aid or impede the interview. The counselor must not give negative reactions on this level. At the same time the counselor must be alert to the subconscious feelings of the counselee.

Criteria for the Effective Interview. Limitations in time and depth of the interview will not always allow the counselee to resolve his questions. The counseling interview ends when the counselee has reached some degree of insight related to the solution of his problem. The best counseling interviews have the following qualities:

1. Professional: The counselee's educational problems are discussed in a professional and business-like manner. The counselee wishes to have his questions answered, not the counselor's.

2. Personal. The counselee wishes to feel that the counselor is genuinely interested in his problem.

3. Judicious. The counselor avoids hasty decisions. The counselee does not expect a ready answer for every problem.

4. Flexible. The counselor varies techniques to fit the personality and mood of the counselee.

5. Systematic. The counselor keeps accurate and professional notes on all interviews so that an adequate case history can be developed. This eliminates repetition and develops a feeling of genuine interest in the counselee.

6. Comprehensive. The counselee wishes to see how his problem fits into the

total vocational or educational process. The counselor must be familiar with courses, methods, and educational offerings so that this complete picture can be developed.

7. Ongoing. The counselor arranges for a follow-up interview with the counselee for review of his progress during the semester period.

Improving the Interview. New techniques in counseling are constantly being developed through research. Periodicals, books, and in-service training programs point out many of these new techniques. A tape recorder used with the express permission of the counselee is a valuable tool for self improvement. The counselor adopts those techniques which best help him meet the needs of the counselee. There is no perfect technique for all counselors. The counselor is ever a student himself, learning how to help people better through improved techniques.

PART III. TESTING

Uses and Limitations of Testing. The value of standardized measuring devices at all educational levels cannot be overlooked. Standardized tests and inventories have been developed to evaluate many individual characteristics. The adult school counselor will find these measuring devices and their administration an important area of his responsibilities.

Any testing device has its limitations and results will be useful only to the extent that the test situation conforms to the following criteria:

1. The measuring device is selected with care for its suitability.

2. The test is administered strictly in accordance with the procedures outlined by the author.

3. The individual being tested fits fairly closely with the description of the group of individuals used to standardize the test.

4. The client cooperates fully with the tester, is put at ease and does his best.

5. The tester does not assume or read into the test results beyond those intended by the authors.

6. The results are competently interpreted to the client as part of the overall situation in which he finds himself.

Tests as Diagnostic Devices. Individual or group tests with grade level standardization may be used to determine the performance level of a student in the basic skills of reading, language and arithmetic or in a foreign language. These can be useful to determine the class most suitable for the student. Some tests may also be used to determine the areas of weakness within a discipline, such as mathematics, where the student needs help.

Establishing Eighth Grade Proficiency. Standardized tests may be used to determine grade level proficiency in the basic tool skills of reading, language and arithmetic. A test such as the California Achievement Test should be used to validate learning experience necessary for the eighth grade certificate. A score of 9.0 grade placement in basic skills establishes eighth grade proficiency.

Testing for Diploma Credit. Adults may have had experiences which are counterparts of classes offered in the adult school program. It would be a duplication to require them to take classes in these areas. In order to evaluate their level of achievement, it is desirable to use standardized measuring instruments. Background experience that might be considered includes individual study, private schooling, correspondence courses, incomplete high school courses, extensive experience, etc. Each case must be judged on its individual merits. Credit validated by testing may not be greater than the credit that could be earned in the class which the test supplants.

Any student may not validate more than half the total number of credits required for graduation by any combination of tests and/or work achievement credit.

General Education Development Tests. The GED tests are designed to measure the quality of the total educational experience achieved by a student, with minimum emphasis placed upon non-essential facts. The examinee is thus able to progress in the areas of his educational needs, instead of being required to repeat study of material already mastered. Proper use of the tests in no way reduces standards related to educational requirements.

Before becoming eligible for credit in any one of the GED test areas, the students must demonstrate a general level of achievement by passing all five tests of the battery. The GED tests should be administered far enough along in the student's educational program to give reasonable assurance that the student will pass the tests. If the student comes from an enriched educational background there may be no reason to delay the administration of the tests. A significant number of those taking the tests fail them. Many students reinforce their low self-concepts by failure on the tests.

1. Student Eligibility. Students participating in this program must be at least 21 years of age during the school year they take the test. Scores from other districts cannot be used until the applicant is 21. Veterans are exempted from this rule.

2. Minimum Score for Credit. Minimum score for credit will be granted only when both of the following conditions have been satisfied:

   A. The student must have an average standard score of 45 or more on the entire battery with no score under 35.

   B. The student must have achieved a minimum standard score of 45 on each test for which he is to receive credit.

3. Maximum Credit Allowed. Adult school surveys have shown that on past GED tests the average student with a successful score was granted 40 credits. A student may not be granted more than 85 credits towards graduation by any combination of tests, examinations or work achievement.

4. Granting Credits. Basic Rule: Additional credit may not be granted through repetition of a subject for which credit has previously been awarded. For example, a student who has been granted credit by testing in English 1 & 2 cannot later earn ten additional credits by taking English 1 & 2 in an adult school class, although he may elect to take English 1 & 2 for class credit and forfeit the GED test credit. However, credits may be granted for completion of a course in progress at the time of GED testing.

   Test II, III, and IV may be considered tests of aptitude and reading ability and do not correspond to any specific subject or course. Consequently the basic rule does not apply and earned credit may be added to the granted test credit.

   The accompanying chart details maximum credits allowed for each test in which a student qualifies.

5. Retesting. Individual sections may be administered again, although initially the entire GED series must be administered. Only two retests are allowed. The first retest may not be administered until at least six months and preferably two semesters have elapsed.

6. Scheduling of Tests. The GED is administered in each adult school every semester on a pre-arranged schedule. Individuals may also be referred to the Advisement Service to take the tests.

Authorized Tests for Credit in Academic Subjects. The standardized tests authorized for use at elementary and secondary levels in the Los Angeles City Schools are available to the adult schools. The Measurement and Evaluation Section should be consulted for expert assistance in test selection for specialized uses. The following tests are frequently used in adult schools. They are taken from List of Standardized Tests Authorized for Use in the Los Angeles City Schools, September, 1968.

1. California Achievement Test, Complete Battery, Junior High Level, or Stanford Achievement Test, Complete Battery, Intermediate. May be used for 9th grade placement or may count as examination credit for English, Arithmetic, and Reading.

2. California Achievement Test, Complete Battery, Advanced, or Stanford Achievement Test, Complete Battery, Advanced. Same use as above, but may be used for more advanced fundamental subjects.

MAXIMUM CREDIT ALLOCATION FOR GED TESTS

Test Description	Maximum Credits	Other Factors
I. Correctness and Effectiveness of Expression	20 May be used to satisfy part of the English requirement (English 1,2,3,4, or required English elective). May not be applied in the general elective area. Subtract earned credit from the possible 20 GED credits.	English Advanced Grammar and Composition and one other English course must be completed in the classroom.
II. Interpretation of Reading Materials in the Social Studies	15 May be used toward completing the social studies area requirement of the General Major, or applied in the general elective area.	Social Studies Cannot be used to satisfy the requirement of: U. S. History I or II U. S. Government I U. S. Government II
III. Interpretation of Reading Materials in the Natural Sciences	15 May be used toward completing the elective credits in the Math-Science area, or applied in the general elective area.	Science Records must show 10 credits in laboratory science earned in class.
IV. Interpretation of Literary Materials	15 May be used to satisfy five credits in the area of English electives, or applied in the general elective area.	Literature Cannot be used for Eng. 1,2,3,4. Students may be granted the 15 credits and still receive earned credits in English electives, including literature.
V. General Mathematics Ability	20 Subtract earned credit from the possible 20 GED credits.	Math Algebra, Geometry, etc. are different subjects. GED cannot be used in lieu of these. Students with low scores on GED should be advised to take math classes.

Advisement Service. The Advisement Service, Division of Auxiliary Services is open for vocational counseling and testing. Its hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. and on Tuesday from 8:00 a.m. to 9:30 p.m. GED testing only is available from 4:30 - 9:30 p.m. on Tuesdays.

Adult school students may be referred by their counselors for achievement testing in various subject fields and for vocational counseling. Referrals must be in writing from the school and indicate the specific test and counseling service requested. A referral form is available. At the time he makes the referral the counselor telephones the Advisement Service. Appointments may be made during the summer months.

1. Achievement Tests Available. The following is a partial list of tests available at the Advisement Service.

Subject	Tests	Norms Available
Algebra	Seattle Algebra Test	End of one semester
	Lankton First Year Algebra Test	End of one year
Basic Math	M.A.T.S. #6-Arithmetic Computation	Grades 7- 13
	Stanford Achievement Test, Pt. 4	Grade norms
Biological Science	Nelson Biology Test	End of one year
English Grammar	Cooperative Test 2A Expression	1st and 2nd semester Grades 9 - 12
	Iowa Test #3-Correctness and Appropriateness of Expression	
Foreign Languages	French:	
	Cooperative Tests, Elementary	H.S. 1 thru 8 semester
	Cooperative Tests, Advanced	H.S. 1 thru 8 semester
	Spanish:	
	Cooperative Tests, Elementary	H.S. 1 thru 8 semester
Geometry	Seattle Plane Geometry Test	End of one semester
	Shaycoft Plane Geometry Test	End of one year

Brief descriptions and evaluations of all these tests are available in Buros Mental Measurements Yearbooks.

2. Occupational Library. The Advisement Service maintains a vocational library of current information on job requirements, training time, salaries, and future outlook for many occupations. Up-to-date information is also available on training programs in the local junior colleges, colleges, universities, private trade, technical and business schools, and industrial on-the-job training.

   The facilities of this library are available during the day to adult school students. To insure maximum benefit the counselor or the student should telephone the specialist in charge of the library to verify the availability of the desired vocational information and to make an appointment for the library visit.

PART IV. CREDIT EVALUATION

Policies. Uniformity of credit evaluation procedures throughout all adult schools is of vital importance. The following statements of policy provide a framework within which to meet Los Angeles City Board of Education and State Department graduation requirements.

1. Adult schools are four-year high schools.

2. Credits allowed shall be from accredited schools only.

3. Credits allowed for correspondence courses shall be limited to those offered by the Extension Division, University of California, and United States Armed Forces Institute.

4. A total of 170 semester periods is required, excluding physical education and religion, with a total of 130 semester periods above the ninth grade.

5. A minimum of 15 semester periods of work (equivalent to 180 hours of instruction) must be completed in residence at the adult school granting the diploma.

6. College units to be used for high school credits may be evaluated in ratio of 3 units equaling 10 high school semester periods of credit. Similarly, 2 units equal 5 high school semester periods of credit. Colleges should be notified in writing when college units are used to meet high school graduation requirements.

7. Every candidate for graduation must have a Major consisting of 30-50 semester periods in a field other than English.

8. In cases of acceleration through either the B9 or A9 semesters, credit shall be allowed only for those courses that appear on the transcript, excluding physical education.

9. Instruction in the principles and practice of first aid is required. The requirement may be considered completed if there is indication it was part of the physical education program or a science course. This requirement may also be met by completing a course in first aid by programmed instruction.

Credit for Military Training Programs. Credit may be granted for the completion of training programs and other valid educational experiences provided they have been certified by the United States Armed Forces Institute or by a statement on the serviceman's record; and provided that they parallel courses usually taught in secondary schools or vocational training courses with counterparts in civilian life. The recommendations for credit for such programs and experiences are contained in two volumes published by the Commission on Accreditation of Service Experiences of the American Council on Education: A Guide to the Evaluation of Educational Experiences in the Armed Services, 1954 Revision, the section entitled "Formal Service Courses and Schools", and the supplement to this book, United States Armed Forces Institute and United States Marine Corps Institute Special Educational Opportunities. A revision of these books is in progress as of August, 1968.

Training Programs include:

1. Officer and enlisted service school courses.

2. Off-duty classes offered by the Armed Forces and cooperating local institutions.

3. Correspondence courses offered by the United States Armed Forces Institute, the Marine Corps Institute, The Coast Guard Institute, and cooperating colleges and universities.

4. United States Armed Forces Institute courses and subject examinations. (Authorization for this procedure is contained in Title V, Section 99 part c, of the California Administrative Code.)

Credit for Basic or Recruit Training. A maximum of 30 semester periods in military science, first aid, community and personal hygiene may be granted.

Transcripts from USAFI: Transcripts of work completed or GED tests taken while in the armed forces may be obtained by writing to the following:

U. S. Armed Forces Institute Headquarters
Madison, Wisconsin 53703

Foreign Transcripts. It is relatively easy to evaluate a transcript written in a language other than English, once a translation has been made. The counselor may be guided by the student's comments relative to subject matter and hours of attendance. A foreign language teacher may translate foreign documents for the counselor. Other possible translation sources include community leaders of foreign birth, consular officials, local church personnel, other students who speak the language in which the transcript is written.

Credit from MDTA and Other Specially Funded Programs. Credit from specialized adult programs in the District is honored in the same way as credit from other schools. Credit toward the high school diploma is limited to 50 semester periods in any one subject field. Insofar as practicable, the specialized adult centers derive their course title from the Catalog of Authorized Subjects or the Dictionary of Occupational Titles.

Conditions for Work Achievement Credit. Adult school program accepts the student where he is in his educational experience and provides the opportunity for educational advancement. In most types of work achievement there are learning situations. These might include valuable educational gains in vocabulary, speech techniques, mechanical skills, mathematical knowledge, etc. It would be a duplication of past experience to require a student to take courses which teach skills he has already acquired through work achievement.

1. Credit for work achievement may be granted after the student's nineteenth birthday, for work begun after his eighteenth birthday.

2. Credit is granted on the basis of ten semester periods per year or five semester periods for six months. No division may be made to account for odd months above twelve. No credit is granted for work achievement in excess of twelve months if there is no change in the type of work done. Exceptions may be made if the type of work is progressively more difficult, justifying a division into beginning and advanced courses.

3. A person must be employed for at least one year with the same firm before his work achievement may be considered for credit, and he must spend at least six months at each type of work for which he requests credit.

   Illustration: If a person were employed by the same firm as a machinist for nine months and a draftsman for five months, he would be eligible for five semester periods of work achievement credit as a machinist, but he would not be eligible to receive credit as a draftsman.

4. Any combination of work achievement credit may not exceed a total of 40 semester periods. (Journeyman level or equivalent)

5. Credit may be granted only for employment for which wages or salary were received.

6. A person who is self-employed and thereby making a livelihood is eligible for credit.

   There must be an initial verification of employment. This verification may be made by any of the following:

   A notarized statement from the person stating the type of employment.
   A copy of an annual income tax report.
   A copy of an annual Social Security report.
   Verification of the type of employment from the related union.
   Customers' letters (on letterhead stationery) verifying service by the employing company.

7. A student may not earn more than half the total number of credits required for graduation by any combination of tests, examinations, or work achievement credit.

8. Work achievement credits may be applied only to a major sequence or to elective subjects.

9. The adult school recommends the amount of work achievement credit and the area of its application to the Credit Evaluation Committee of the Adult Education Principals' Association. Ordinarily the recommendation is made during the year the student is expected to graduate. Recommendations made after May 15 usually cannot be reviewed by the Committee before graduation the following June.

10. Requests should not be made for more credits than are necessary to meet graduation requirements.

11. Tests may be used for work achievement credit evaluation in the area of Homemaking Education. A total of 15 units may be allowed for the successful completion of a series of three tests in which a mark of 70 or above is required. Tests are in the following areas:

    1. Clothing Construction

    2. Foods

    3. Consumer Education & Home Management

Work Achievement Credit Evaluation Procedure. The Los Angeles Adult Education Principal's Association maintains a standing Credit Evaluation Committee. One duty of this committee is the evaluation of work achievement records for which credit is desired, so that uniformity may be attained in all such cases.

1. Each student should complete application for work achievement credit by listing all positions which he has held for one year or more. This form should have spaces for the firm names, addresses, dates of employment, student's immediate job supervisor, and type of work performed.

2. The adult school obtains verification of work experience from the employer, requesting the following information:

   The duration of full-time and part-time employment
   The type or types of work performed
   The amount and method of training the employee received on the job
   The employer's evaluation of the employee's work.

3. Upon receipt of verification of work achievement, the counselor makes out a request, approved by the principal, and forwards it on an official Request for Credits for Work Achievement form in duplicate, to the Curriculum Coordinator, Room G-252. Student's age must be indicated on the request form.

4. The Credit Evaluation Committee returns the original form indicating the approval and/or modification of the request, bearing the signature of each of its members. Duplicate copy is retained by the committee for its files.

5. The counselor informs the student as soon as possible of the results of his application for work achievement credits.

Guidelines for the Counselor from the Work Achievement Committee .

1. Be specific in naming subject field. All electives are in a definite subject field. Refer to current Catalog of Authorized Subjects, Adult Schools. For course titles not listed in the above, refer to Dictionary of Occupational Titles, U. S. Dept. of Labor.

2. Be specific in course titles. Break down the courses requested into specific titles:

Wrong		Right	Credits
Electrician	20	Electrical Wiring Theory	10
		Electrical Codes and Ordinance	5
		Electrical Estimating	5
		Total Credits	20
Business Education	30		
		Shorthand Theory 1 & 2	10
		Typewriting 1 & 2	10
		Business Machines	5
		Filing	5
		Total Credits	30

3. Follow this general rule:

   10 semester periods maximum in one subject

   40 semester periods maximum in one subject field

4. Use title of course, not title of worker.

   Example: PBX Operation- not PBX Operator
   Carpentry- not Carpenter
   Typewriting- not Typist.

5. Before making recommendations for credit for technical and vocational work achievement, it is suggested that consultation be held with a teacher familiar with the field.

6. Letters of verification must be on letterhead or be notarized. Letters should include job description and time involved, or any changes or promotions in job status.

7. Request only credits needed to meet graduation requirements. Do not request more credits than the work achievement is worth and justifies.

8. Make certain that credits granted are not duplicated in cumulative records.

9. Transmit applications to the committee frequently. Do not allow a backlog to build up.

Licensed Occupations. Work achievement may be granted upon presentation of a state license authorizing the holder to engage in a certain occupation. The following examples illustrate the subjects for which credit may be applied in behalf of license holders:

State Cosmetology License

	Credits
Anatomy	10
Hair Styling	10
Electrolysis	10
Personal Grooming	10
Total	40

State Barbering License

Principles of Barbering	10
Personal Hygiene	10
Business Management	10
Physical Therapy	5
Anatomy	5
Total	40

Vocational Nurse License

Principles of Nursing	10
Personal Hygiene	10
Family Living Ed.	10
Physiology	10
Total	40

PART V. RECORDS

Counseling and Records. The keeping of student records is a major counseling responsibility. It should not be a time-consuming one if adequate clerical assistance is assigned. The vice-principal, with the approval of the principal, outlines the credit clerk's duties and responsibilities.

Transcript Requests. It is the responsibility of the counseling office to request the student's transcript. Where the school is unsuccessful in obtaining a transcript, the student may be requested to assume the responsibility for obtaining his transcript.

When inadequate explanatory information accompanies an incoming transcript, additional information is requested by the receiving school prior to evaluation.

Outgoing Transcripts. Upon the request either of the student or of another school the credit clerk sends all pertinent records that have not originated in the school--i.e. transcripts of work completed, GED test records, military service records--directly to the requesting school. If records have been evaluated and a cum is available the credit clerk sends a photostatic copy of the cum. The original cum may be sent to other Los Angeles city adult schools.

1. Obtaining a photostatic copy. The credit clerk fills out in triplicate form 71.30, Request for Copies of Cumulative Record Cards. She retains one copy, encloses the other two copies with the cum in the special envelope provided (form 34-4109) and sends it via school mail to Microfilm Unit, Administrative Offices. The photostatic copy and original cum are usually returned to the school within one week.

   Transcripts of work completed in residence or transcripts that are needed in less than one week may be copied on form SC2, Transcript of High School Record,

   Original credit slips are never forwarded to another school.

Supporting Records. It is very important that pertinent information be filed accurately to substantiate the credit recorded on the cumulative folder. Examples of supporting documents that must be filed are credits completed in residence, transcripts received from other accredited schools, credit validated by the committee as the result of work achievement, credit validated on the basis of standardized tests, and credit received for military service.

Accuracy. Cumulative records must be filled out completely, neatly, accurately

and legibly because they are legal documents and subject to audit at any time. The credit clerk cannot be expected to make final decisions. Upon receipt of a transcript, or credit of any kind the clerk places it in the folder so that the counselor can sit down with the counselee and fill out a worksheet in duplicate, similar to the cumulative form, making decisions and recommendations as necessary. The student receives the original work sheet for his personal file. The duplicate goes to the clerk for recording on the cumulative form. The original work sheet and supporting documents are retained in the cumulative folder until graduation of the student or preparation of the cum for microfilm.

Recording Standards. The purpose of the record is to give a fair picture of a student's educational progress. Directions for recording are self-explanatory on the cum. In recording the cumulative folder, it should be remembered that the record will be microfilmed at some future date and possibly photostated. The record must be free from erasures. Corrections may be made by drawing a straight line through the error. Black ink should be used. The sample cum record here provided may serve as a guide in recording.

Entering Marks from Transcripts. All marks correspond to terms defined in the Explanation of Marks section of the folder on the left hand page. Where a transcript shows a number system of marking or a different letter marking system, these marks should be translated and recorded in terms of A,B,C system. RECORD ALL COURSES, INCLUDING THOSE "INCOMPLETE" AND THOSE "FAILED".

Entering of Day School Marks. Evaluation and Research Section, Publication No. 254, Cumulative Record Handbook for Junior and Senior High Schools. has instructions for making entries in the cumulative records of junior and senior high school students. The following information is particularly significant in interpreting the day school student's records.

Topic	Page No.
Explanation of Marks and Abbreviations	18
Transmittal of Records to an Adult School	21
Abbreviations for Mental Tests Commonly Used at the Secondary Level	39
Abbreviations for Achievement Tests Commonly Used at the Secondary Level	42
Responsibility of Retaining Secondary Cumulative Record Card of Student	50 (Appendix B)

WASHINGTON ADULT SCHOOL
10860 So. Denker Avenue
Los Angeles, Calif. 90047
School Name & Address

LOS ANGELES CITY SCHOOLS
DIVISION OF COLLEGE AND ADULT EDUCATION
ADULT EDUCATION BRANCH

FILE NUMBER

ADULT STUDENT'S CUMULATIVE RECORD

Name NORMAN, (Last) DON (First) ANTHONY (Middle) (Mr., Mrs., Miss) (Maiden Name)

Address 10840 So. DENKER City LOS ANGELES Zone 90047 Phone 757-4108

Birth date 9-7-43 Birthplace LOS ANGELES, CALIF. Date Entered

Eighth Grade Completed: 1958 Place LOS ANGELES Date

	Course No.	Date	R T W E M	Mark	Sem. Per.
ENGLISH (35)					
1. ENGLISH	9TH	59	T1	B/C	10
2. ENGLISH	10TH	60	T1	C	10
3. AMERICAN LIT.	11TH	1/61	T1	A	5
4. ADVANCED GRAMMAR	5	6/68	R	C	5
5. TEST 4		4/61	GED	CR	5
6.					
7.					
SOCIAL SCIENCES (25)					
8. U.S. History 1	B 11	1/61	T1	C	5
9. U.S. History 2	A 11	6/61	T1	B	5
10. U.S. Government	1H-1	6/68	R	B	5
11. SOCIAL STUDIES	2H	4/60	T1	C	5
12. U.S. GOVERNMENT-2	1H-2	6/68	R	B	5
13.					
MATHEMATICS–SCIENCE (30) (Minimum 10 each – total 30 required)					
14. ALGEBRA 1&2	9TH	59	T1	B/C	10
15. GENERAL SCIENCE	9TH	59	T1	C	10
16. BIOLOGY 1&2	10TH	60	T1	B/A	10
17. CHEMISTRY 1&2	11TH	61	T1	B/C	10
18. GEOMETRY 1&2	10TH	60	T1	B/F	5
19. GEOMETRY 2 REVIEW	B 11	1/61	T1	B	5
MAJOR (30–50) ("J" Denotes requirements for major)					
ELECTIVES (50–30)					
20. SPANISH 1&2	9TH	59	T1	C	10
21. ALGEBRA 3	A 9	6/61	T1	Fail	0
22. SPANISH 3&4	10TH	60	T1	C/B	10
23. SPANISH 5&6	11TH	61	T1	C	10
24. MILITARY CREDIT	M	6/64	M	CR	30
25.					
26.					
27.					170
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					
37.					
38.					
39.					
40.					
41.					
42.					
43.					
44.					
45.					
46.					
47.					
48.					
49.					
50.					
51.					
52.					
53.					
54.					
55. PHYSICAL EDUC.	9TH	60	T1	A	10
56. SOCIAL STUDIES	9TH	59	T1	C/B	10
57.					
58.					
Minimum Total (170) Semester Periods					

DIPLOMA ISSUED 7/15/68

ACADEMIC.
Title of Major Field

GENERAL INFORMATION

CODE:
- R. ..... Credit in Residence.
- T. ..... Credit by Transcript.
- W. ..... Credit by Work Achievement.
- E. ..... Credit by Examination.
- M. ..... Military Service Credit (Electives Only).

DATE COLUMN: Use Date Semester Ends.

MARKS:
- A. ..... Superior
- B. ..... Better Than Average
- C. ..... Average
- D. ..... Barely Passing
- Fail ..... Failure
- Inc. ..... Incomplete Work

CREDITS:
170 semester periods of credit are required for graduation. 130 of the 170 must be work taken above the 9th grade level. 15 or more semester periods of credit must be earned in the school issuing the diploma.

TRANSCRIPTS RECEIVED FROM:

	Institution, City & State	Date of Leaving
T1	WASHINGTON HIGH SCHOOL L.A. CALIF.	1961
T2	DD 214 U.S.A. 14711625	6/22/64
T3		
T4		

General Educational Development Tests, Standard Score

Date 8/61 Where Taken USAFI. Form W

1 49 2 60 3 55 4 61 5 53 Average 55.6

RECORD OF EXAMINATION DATA

	Name of Examination	Form	Date Given	Exam. Score
E1				
E2				
E3				
E4				

TRANSCRIPTS SENT TO:

Institution, City & State	Date
SOUTHWEST COLLEGE, L.A. CALIF.	6/68

ELIGIBILITY FOR GRADUATION

Checked by Barbara Todd 6-8-68
Counselor Date

Approved H. M. Hudson 6-8-68
Principal Date

Date Graduated JUNE 18, 1965

NUMBER

FORM 34-H-184 7M 11-65 (STK. NO. 813781)

Certification by the Principal. It is the counselor's responsibility to prepare accurately the cumulative folder before asking the principal to certify that the information is correct.

Some Don'ts in Cumulative Recording.

A. Don't give double credit for the same subject level.

B. Don't give credit where there is no mark or number of hours.

C. Don't accept credit submitted on any form other than the official credit slip from the teacher.

D. Don't accept an examination given by a teacher for credit unless it has been previously authorized and a credit slip is filled out completely by the teacher.

Files. The organization of the cums in the filing cabinets is another major counseling responsibility. For security, filing cabinets should be locked at the close of school each evening. All student records should be located in one specific office. Movement of the records for counseling purposes should follow a systematic routing approved by the vice-principal or principal. If space and equipment are available, it is suggested that the files be divided into four sections listed below.

1. Current Files. Active files are maintained for counselees who are now enrolled or who were enrolled the previous semester.

2. Prospective Graduate File. A prospective graduate file is made up of the cumulative records of all those students who are expected to graduate by the end of the semester. Because the diploma is granted in the spring semester only, the records of the fall graduates should remain in the files for the next semester until graduation.

3. Graduate File. Following graduation, a cross-filing card is filled out and given the same file number that appears on the graduate's own cum in the upper right hand corner. These cards are filed alphabetically and kept in the counselor's file cabinet. The cums are filed numerically and kept in a permanent file until microfilmed.

4. Inactive File. An inactive file is maintained for the incomplete records of dropouts. Students who have dropped out may be contacted at the beginning of each semester with an invitation to return to school.

5. Unclaimed Transcripts. Unclaimed transcripts and cumulative records

that are overcrowding the current files should be removed and placed in an inactive file for a period not to exceed two years after receipt of the transcript. Then they may be destroyed.

Microfilming. The Microfilming Unit (Administrative Services Branch) is located at 2210 Riverside Drive, and may be reached by telephone at 665-1278.

1. Records Currently Available. Current lists of records available on microfilm will be provided by Microfilm Unit upon request. Student records available as of August, 1968 are indicated below. When requesting information from these schools send your request directly to the Microfilm Unit if the school and years are listed. All requests should include date of birth. The maiden names of married women and other names by which students are known facilitate locating records.

Adult School	Years
Banning	1934-61
Belmont	1922-58
Central	1914-46
Dorsey	1947-62
Fairfax	1944-61
Franklin	1927-61
Fremont	1939-61
Gardena	1958-63
Garfield	1926-61
Hollywood	1923-60
Hunington Park	1928-62
Jefferson	1939-62
Jordan	1950-61
Lincoln	1931-65
Los Angeles	1925-61
Manual Arts	1918-64
Metropolitan	1929-58
North Hollywood	1939-60
Polytechnic	1907-55
Reseda	1959-61
Roosevelt	1924-60
San Fernando	1948-60
San Pedro	1929-57
South Gate	1928-65
University	1940-60
Van Nuys	1940-63
Venice	1943-55
Washington	1942-64
Wilson	1953-62

2. Preparation of Records for Microfilming. A four-year schedule is recommended for each adult school for the microfilming of cumulative records and/or credit slips. The following procedure should be followed in preparing the materials:

   1. Request a visit from the Microfilm Supervisor, if desirable.

   2. File all records alphabetically (or numerically) in one File A through Z for the four-year span.

   3. Combine all records of a student in one envelope.

   4. Clean and alphabetize records. To clean, remove all staples, all clips, all loose scotch tape, all social case histories. Keep only elementary and secondary records, attendance cards, health cards, and military information.

   5. When records are ready, and before tying, call Microfilming Section for final check and approximate pickup date.

   6. After visit from Microfilm Supervisor, pack and tie containers securely. Label all containers as to contents, attach shipping tags addressed to Microfilming Unit and await pickup.

      Example: #1 A-Ba 1913-1939
      #2 Be-Co 1913-1939

   7. From then on, send all requests for information from these records to:

      Pupil Record and Microfilming Section
      2210 Riverside Drive

Destruction of Records. Destruction of school records is governed by regulations set forth in Title V, California Administrative Code, Sections 3015 to 3019, inclusive.

1. Permanent Records include the Cumulative Records of Pupils (and others listed in Section 3016 of Title V) which must be kept indefinitely as either an original or a microfilmed copy.

2. Class 3 Records are those that may be destroyed following formal Board of Education approval.

3. Records Basic to Audit are records of a basic or supplementary nature relating to attendance, ADA, business or financial transactions which may not be destroyed prior to the second July 1 succeeding the completion of the audit

regardless of whether such record is microfilmed.

4. Detail Records are those used in preparing reports not subject to audit which may be destroyed one year after filing of the report.

PART VI. CITIZENSHIP AND VISA STUDENTS

Non-English Speaking Students. Counselors should encourage all new arrivals to attend an appropriate English as a Second Language class. E.S.L. classes are organized on six levels, 1 through 6. Classes are designed to help students become proficient in oral and written English.

English-Speaking Foreign Students. Students who have completed E.S.L.-level 6, or who speak English, may desire to enter or continue in a high school diploma program. Students who desire to enroll in Citizenship only should be encouraged to enroll during the year prior to filing application for naturalization.

Citizenship Syllabus. A syllabus should not be issued to any student until he has attended three consecutive sessions. It may not be sold nor given to any person other than registered Citizenship students.

Diplomas. Diplomas are issued to students who have had at least 50 hours of attendance and have a thorough knowledge of the subject. Teachers should review students before recommending a diploma. A teacher's authorization is necessary in order to issue a diploma. The diploma duplicate is given to the examiner. Diplomas may be obtained from the Adult Education Office.

Non-Immigrant Visa Holders. The metropolitan area is host to many non-resident, foreign-born persons. The Immigration and Naturalization Service has approved attendance of the non-immigrant visa holder, other than F or J visas, at any adult school. Such persons may attend a program of English as a Second Language without limitation to the scheduled hours in class. However, such visa holders should not be enrolled in more than one academic class per week, since this might jeopardize their legal status.

F Visa Holders. The F visa student is in the United States for the sole purpose of obtaining an education.

1. Authorized Visa Schools. Only Cambria, Garfield, Los Angeles, Reseda, Roosevelt, and San Pedro have been authorized to accept F visa students.

2. Enrollment Requirements. F visa students must attend classes full time under the requirements of the visa. The district has defined "full time" as 25 hours per week.

3. Attendance Requirements. F visa students must maintain regular attendance. Except in cases of illness, absenses are not permitted without prior approval of the principal.

Change of Visa Status. If a B (visitor) visa alien wishes to change his visa status to an F, he should be advised to go to one of the authorized visa schools. On his initial visit he should submit his passport, visa, secondary or university transcripts, and letters of release from any other institutions if he has them. Transcripts may be submitted at a later date if he does not have them in the United States.

A visa school is not obligated to issue the I-20 form (provided by the Immigration and Naturalization Service) which will permit the change to student status. There should be time within the limits of the present visa to permit a probationary period during which the applicant can demonstrate his educational potential.

The holder of a B visa may attend school for a partial semester without a change in visa status. It is on his performance during this period that the International Student Advisor or counselor approves or rejects his application for acceptance as an F visa student.

PART VII. COUNSELING VETERANS

Determining Eligibility for Benefits. Eligibility for veteran' Benefits are determined only by the Veterans Administration. In general a veteran is eligible for subsistence benefits under Public Law 89-358 if he has served on active duty continuously for a period of at least 181 days, any part of which was after January 31, 1955. The veteran is entitled to the maximum allowable 36 months of schooling if he served on active duty for at least three years since January 31, 1955. If he served less than three years, he is entitled to one full month of educational assistance allowance for each month or part of a month he served on active duty after the above date. For full subsistence benefits the veteran must take at least 25 classroom hours per week or 30 shop or laboratory hours per week. The 12-hour to 15-hour course available to him in most adult schools entitles him to half subsistence benefits.

A veteran registering for benefits under Public Law 89-358 may list either a college degree or a vocational goal as an objective. If the veteran lists a vocational goal as his objective he begins using the benefits for which his service time has made him eligible immediately upon enrollment in the adult school. However, if the veteran lists a college degree he is entitled to receive after graduation from high school all the benefits for which his service time has made him eligible. This includes benefits for studying Elementary Subjects or English as a Second Language as prerequisites for high school subjects, as well as benefits for vocational subjects pursued to fulfill electives for the high school diploma. Because students frequently revise their educational goals upward after entering a program, veterans are usually well advised to list a college degree as an objective.

The veteran eligible for adult school enrollment is referred to the Veteran's Administration to check his eligibility for benefits under Public Law 89-358, and to fill out Form VA 21E-1990, Veteran's Application for a Program of Education. The veteran must file with the school principal or counselor the Certificate of Eligibility, Form VA 21E-1993, which he obtains from the Veterans Administration. He must take courses leading to a high school diploma or to completion of requirements for a certificate program. His specific course of study in a particular school must be officially approved by the Veteran's Administration.

All communication with the Veterans Administration is the responsibility of the veteran himself, including obtaining and completion of the proper forms. Instruct

a veteran registering under this program to direct inquiries to

Veterans Administration
Regional Office
1380 S. Sepulveda Blvd.
Los Angeles, California 90073

The telephone number of the Veterans Administration Regional Office is 478-3711. Ask to be connected with the Contact Division.

Records and Reports. The counselor has the responsibility of establishing procedures to maintain accurate permanent attendance records and performance reports. Strict district, state and federal audits will be made. In many adult schools one counselor assumes the responsibility for all veteran counseling and records.

1. Veteran's Folder. A separate folder for each veteran is maintained. Write the veteran's certification number (C-number) on the tab. This number is on any communications with the Veterans Administration. Copies of such communications are inserted in the folder. Include also in each folder the veteran's signed certification of compliance with the rules stated in PL 89-358 under "Veteran's Obligations", and copies of veteran's attendance record.

2. Verification of Attendance. Monthly, the veteran circulates a Veteran's Attendance and Progress Record, Form A.E. Experimental, 214, to each teacher for verification of attendance and progress. The counselor signs the form, dates it, and files it in the Veteran's folder. The veteran is responsible for bringing the counselor the "Monthly Certification of Attendance" form, V.A. Form 21 E 6553a. The counselor signs the form after verifying the veteran's monthly attendance. It is the veteran's responsibility to return this form to the Veterans Administration. The school is not responsible.

Qualifications for High School Diploma. An honorably discharged United States veteran of World War II, or of the Korean Conflict, or who has served in the Armed Forces during the period up to and including the Vietnam Conflict, may qualify for a high school diploma by satisfying either of the following conditions:

Plan A: 1. Active service not less than 90 days within one of the following periods: December 7, 1941-December 31, 1946 or from June 27, 1950 up to and including the Vietnam Conflict.

2. Completion of General Education Development Tests (high school level) prepared by the American Council on Education, with an average standard score of 45 or above on the five tests in the battery and with a standard score of 35 or above on each of the five tests in the battery.

3. Meet the California State Legal requirements for 20 semester periods in United States History, United States Government, and local and California history and government.

4. Earn a minimum of fifteen semester periods of class work credit in residence in the adult school granting the diploma.

5. File with the school counselor a full size photostatic copy of the "Report of Separation from the Armed Forces of the United States."

Plan B Without qualifying or choosing to qualify through Plan A above, he may complete the regular diploma program as outlined in Part IX.

PART VIII. VOCATIONAL COUNSELING

Scope. Vocational counseling services provide occupational information and occupational placement based on the abilities and needs of the student. Vocational counseling includes planning an educational program that will help the individual prepare for his selected occupation. In developing this plan, the counselor must not lose sight of including courses to give the student an adequate general education background. Vocational counseling may also include on-the-job training.

The Counselor's Function. The selection of a vocation must be made by the adult student himself. After giving careful consideration to the individual's qualification, based on the data accumulated, the counselor also takes into consideration the student's interest in a specific occupation. Sometimes preliminary training of a basic nature is advisable before occupational goals can be reached. It is wise to confer frequently with the adult student as he works toward achievement of his occupational goals.

Special Factors for Consideration. Consideration must be given to the following factors in the selection of an occupation.

1. The level of general education required.
2. The length of time required and the cost of specialized education or training.
3. The level of intelligence that normally characterizes the people who succeed in the occupation.
4. The special talents and aptitudes necessary.
5. The activities that are most characteristic of the occupation.
6. The average annual earnings of people in this occupation.
7. The relative security of this occupation.
8. The opportunities for advancement.
9. The proportion of employment opportunity to the supply of competent applicants.

Tests. Aptitude and achievement tests can be used to predict suitability for certain educational achievements or vocational goals. However, the main value of tests in vocational guidance is supplementary, rather than primary. Tests have long been used as aids to the making of occupational decisions. If a student is known through interviews, work samples, observations and similar devices, it is not necessary to rely heavily upon test results.

Referral Sources. Where appropriate, referrals for vocational counseling and testing may be made to the Advisement Service, Demonstration Adult School, and California State Employment Service.

Sources of Occupational Information. Probably the most serious problem in providing accurate occupational information is its rapid obsolescence. The speed of change in the work would necessitate the constant revision of outmoded information. Any item in the file which has copyright or acquisition date prior to the past three years in all probability contains enough obsolete information to warrant its replacement.

Current information regarding occupational opportunities must be made available, and source materials should be in the hands of counselors.

Much useful information concerning employment trends and occupational development can be secured from the following agencies:

1. U. S. Bureau of the Census.

2. U. S. Department of Commerce.

3. U. S. Employment Service.

4. Bureau of Labor Statistics, U. S. Department of Labor.

5. The Occupational Information and Guidance Service, Office of Education, U. S. Department of Health, Education and Welfare.

6. California State Department of Employment.

7. Division of Labor Statistics and Research, California State Department of Industrial Relations, San Francisco.

8. Bureau of Pupil Personnel Services, California State Department of Education, Sacramento.

9. Bureau of Industrial Education, California State Department of Education.

10. Management Council, Chamber of Commerce Building, 404 South Bixel Street, Los Angeles, 90054

Information about local jobs and employment is available from the local offices of

California State Employment Service, local employed personnel, the Chamber of Commerce, members of advisory committees for vocational training programs, and through special community occupational studies. Information on employment with the State of California can be obtained from the State Personnel Board.

Job Placement. The school, through its counseling staff can work closely with local placement agencies in attempting to find jobs for students. Local offices of the State Department of Employment can provide considerable help.

Additional Training. Technological and scientific advances make it necessary some times for adults to pursue additional training to keep pace with occupational changes. Schools are in many instances providing such training in their adult education programs. The counselor can be helpful in recommending these courses to the adult student who needs them.

PART IX GRADUATION REQUIREMENTS

Graduation Requirements in Four-Year Adult Schools

	Semester Credits
Basic Curriculum	90
English	35
English 1-2	10
English 3-4	5
Advanced Grammar and Composition (Prerequisite: 20 semester periods of English courses which include composition. Must be taken in residence.	5
English electives	10
Social Sciences (Must include local and California history and government)	25
United States History 1-2	10
United States Government 1 (Civics)	5
Choice of United States Government 2 Contemporary American Problems & Gov't World Affairs & Government	5
Social Science electives	5
Mathematics - Science	30
10th grade mathematics or above	10
9th grade Algebra is acceptable. Bookkeeping does not meet this requirement.	
10th grade laboratory science or above	10
Mathematics or Science electives	10
Major Sequence Choice of: Academic, Fine Arts and Music, General, Business, Homemaking, Industrial, or Secretarial	40-50
Electives (Excluding physical education) Subjects selected by the student on the basis of his interest, aptitude, or occupational background.	40-50
Total Credits	170

Minimum Number of Credits. A total of 170 semester periods of credit is required, excluding physical education, with minimum of 130 semester periods above the ninth grade.

Residence Requirements. A minimum of 15 semester periods of credit must be completed in residence at the adult school granting the diploma.

First Aid Instruction. Instruction is required in the principles of First Aid. It is ordinarily included in laboratory science and in health courses.

Standards of Achievement. Adult schools use the letter grading system current in the Los Angeles City School System:

A- Superior
B- Better than Average
C- Average
D- Barely Passing
Fail- Failure
Inc. - Incomplete: (Temporary mark until required completion date).

Satisfactory scholarship must be achieved, indicated through progress in classwork, homework, and periodic subject tests. Students must also maintain a satisfactory record of attendance and citizenship in each class throughout the semester if credit is to be granted.

Credit. Credit is awarded on the basis of 5 semester periods for one-half of a Carnegie unit: i.e. 5 semester periods for classes scheduled 60 hours during the semester.

Credit is not awarded in increments of less than 2 1/2 semester periods.

No credit toward high school graduation is given for classes in physical education, citizenship, elementary subjects, and English as a Second Language.

Programmed Instruction. Programmed instruction permits students to work with instructional materials designed for individual use, at an individual's own pace. Where appropriate, high school credit is granted upon completion of the course, whether or not the student has accumulated the 60 hours of attendance necessary for credit in classroom instruction. Programmed instruction meets the residence requirement for the high school diploma only when it is part of 180 hours of attendance that satisfies the residence requirement.

Selection of Major Sequence. It is important for the student to determine his educational objectives as soon as possible so that he can meet the prescribed

requirements for a particular major. Students planning to enroll in a college or university should consult college catalogs for specific entrance requirements and recommended high school subjects.

Academic Major	Semester Credits
Basic Curriculum	90
Major Sequence	40
Required Courses:	
Foreign language	20
Choice of any two of the following	20
Mathematics	10
Foreign language	10
Science	10
Electives	40
Total Credits	170

Business Major	Semester Credits
Basic Curriculum	90
Major Sequence	40
Required Courses: The major sequence may be completed by any course that carries credit and is listed in the Catalog of Authorized Subjects for Adult Schools in these areas, as long as no fewer than 10 semester periods are completed in the Distributive Occupations and the Office Occupations fields.	
Electives	40
Total Credits	170

Fine Arts and Music Major — Semester Credits

Basic Curriculum 90

Major Sequence 40

Required Courses:

The major sequence may be completed by any courses that carry credit and are listed in any two sections of the Catalog of Authorized Subjects for Adult Schools, with no fewer than 10 semester periods in either field.

Electives 40

Total Credits 170

General Major — Semester Credits

Basic Curriculum 90

Major Sequence 40

Required Courses:

The major sequence may be completed by any courses except English that carry credit and are listed in any two sections of the Catalog of Authorized Subjects for Adult Schools, with no fewer than 10 semester periods in either section.

Electives 40

Total Credits 170

Homemaking Major

Semester Credits

Basic Curriculum 90

Major Sequence 40

Required Courses:

The major sequence may be completed by any courses that carry credit and are listed in the Homemaking or Parent Education Section of the Catalog of Authorized Subjects for Adult Schools.

Electives 40

Total Credits 170

Industrial Education Major

Semester Credits

Basic Curriculum 90

Major Sequence 50

Required Courses:

Drafting 1-2 or Drafting 1 & Blueprint 10
Reading 10

Industrial Mathematics 1-2 or equivalent

The following courses must be selected from the Apprenticeship or Trade and Technical section of the Catalog of Authorized Subjects for Adults Schools.

Six semesters in one area, or a combination of four semesters in one area and two semesters in a second, or a combination of two semesters each in three areas. . . 30

Aero Space
Automotive
Building Construction
Drafting and Design
Electrical Electronics
Graphic Arts
Metal
Personal and Public Service
Supervision
Textile and Apparel
Woodworking

Electives 30

Total Credits 170

Secretarial Major

	Semester Credits
Basic Curriculum	90
Major Sequence	50
Required Courses:	
Typing 1, 2, 3, 4	20
Shorthand 1, 2	10
Business English	5
Office Procedures	5
Business Mathematics	5
Electives	30
Total Credits	170

Eighth Grade Requirements. Adults may become eligible to receive the eighth-grade diploma in an adult school by meeting the following requirements:

1. Achieving an average grade placement score of not less than 9.0 on an approved standardized test battery consisting of Language, Mathematics, and Reading.

2. Passing an examination in United States History, United States Government, and local and California history and government.

3. Completing 150 classroom hours in residence, which may be earned in elementary subjects, high school subjects, or a combination of both.

Certificates. A Certificate of Proficiency issued by the adult school certifies that a student is considered vocationally competent in a given field.
Certificate of Proficiency has the following values:

1. Indicates that the student has followed and completed successfully a recommended sequence of learning experiences.

2. Indicates that the student has employable skills. Proficiency tests must be passed with an acceptable score in order to receive a certificate.

3. Gives confidence to the student seeking employment because he has evidence of his vocational achievements.

4. Assists employers in evaluating job competency of prospective employees.

5. Helps the employee who is seeking retraining to concentrate on necessary skills and secure evidence of recent training and proficiency.

PART X. COMMUNITY AGENCIES AS RESOURCES

Use of Agencies. The counselor deals primarily with the educational and vocational needs and problems of the student. During many interviews, however, the impact of personal concerns on the student will make effective educational guidance difficult to accomplish. The counselor may find it necessary to assist the student to find help for solving his personal problems prior to (or concurrent with) his educational experiences.

Public and voluntary agencies in health, education and welfare fields can serve as general sources of information for the counselor and as specific referral agencies for students in need of help beyond the scope of educational counseling.

The counselor participates at the discretion of the principal in all phases of the dialogue between school and community to help the adult school's program remain responsive to the community's educational needs and problems.

Specific Community Services. Certain specific agencies will be of particular importance to the counselor, depending on his adult school location. Local offices of the State Department of Employment, Vocational Rehabilitation, Department of Public Social Services should be known to the counselor, along with the many other agencies covering the adult school area. Where appropriate, the counselor may wish to establish a professional contact with a staff member in an agency used frequently as a referral.

Welfare Information Service Telephone resource consultation service regarding individual needs is available through the Welfare Information Service, 624-8821. The counselor who calls directly should have at hand all data which is pertinent to the question of referral which he is asking. Such information is considered confidential by the Welfare Information Service.

Directory of Services. The most complete source available for data concerning local services is the Directory of Health, Welfare and Recreation Services in Los Angeles County, last published in 1965 by the Welfare Information Service of Los Angeles. Service and geographic indexes supplement the alphabetical listing of agencies. Agency program descriptions include eligibility requirements, fees, if any, and area served. Periodic supplements to the Directory are also issued.

Suggested Referral Procedures. Referrals to agencies might follow this pattern:

Be familiar with the help the agency can give.

Talk to a representative of the agency.

Arrange contact for the counselee.

Make the subject of the appointment clear to the counselee.

If appropriate, the counselor may wish to follow the referral. Sometimes, a student is not able to use the referral agency because of his own fears about exposing his problems to another individual or agency. The counselor can lessen this possibility by making a step-by-step explanation to the counselee of the mechanics of his initial contact with the agency.

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